

## SMSC at Woodside School

**SMSC** stands for **Spiritual, Moral, Social and Cultural development**. It is a statutory expectation and forms part of a *broad and balanced curriculum* that supports pupils' personal development and prepares them for life in modern Britain.

### **The spiritual development of pupils is shown by their:**

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

### **The moral development of pupils is shown by their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### **The social development of pupils is shown by their:**

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **The cultural development of pupils is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

### Our English curriculum

#### **How our English curriculum develops pupils’ spiritual understanding:**

##### **1. Respect for faiths, feelings and values (Windows)**

Our English curriculum widens pupils’ understanding of others by offering “windows” into different lives, cultures and belief systems.

- Exposure to a diverse range of texts helps pupils learn about different faiths, feelings and values, encouraging respect and cultural understanding.
- Reading stories from different backgrounds supports pupils in developing empathy, respecting differences, and appreciating a range of worldviews.

##### **2. Reflection on beliefs, values and perspectives (Mirrors)**

English lessons offer regular opportunities for pupils to reflect on their own thoughts, feelings and beliefs through:

- Engagement with texts which allows children to explore feelings, values and perspectives.
- Reflection, where pupils connect personal experiences to themes and characters, encouraging them to think about their own place in the world.
- Opportunities to consider how characters’ beliefs and values shape their actions, encouraging children to compare these with their own emerging worldviews.

These activities help children hold up a “mirror” to themselves- reflecting on identity, purpose and their own inner responses.

##### **3. Taking action (Doors)**

Through English, children are often encouraged not just to look inward (mirrors) or outward (windows) but to take action—the “doors.”

- After exploring characters’ decisions, pupils may reflect on how they themselves might act in similar situations.
- Discussions provide space for pupils to reflect on life experiences- sometimes their own, sometimes those of characters- and consider how these experiences shape identity and values.
- Texts may inspire children to take an action or support a cause in response to something they have read.

#### **4. Enjoyment, curiosity and fascination about themselves and the world**

English lessons nurture a sense of wonder, enjoyment and fascination by allowing children to:

- Explore texts that spark curiosity about people, places and ideas beyond their immediate experience.
- Discuss emotionally rich storylines, which helps children understand themselves and others more deeply.
- Enjoy opportunities for storytelling, descriptive writing and creative exploration through varied literary genres.

#### **5. Imagination and creativity**

- Pupils develop creativity through writing.
- Drama, role-play and imaginative responses to text enable pupils to inhabit perspectives different from their own.

Our English curriculum plays a powerful role in pupils' spiritual development by helping them reflect on themselves (mirrors), understand others (windows) and translate reflection into action (doors). Through rich texts, creative expression and thoughtful discussion, children deepen their sense of identity, empathy, imagination and wonder.

### **How our English curriculum develops pupils' moral understanding:**

#### **1. Exploring moral issues through texts**

English lessons frequently use fiction, non-fiction, poetry and media that present **moral dilemmas**, ethical questions and contrasting viewpoints.

By engaging with these texts, pupils learn to:

- Identify right and wrong.
- Consider the consequences of actions.
- Reflect on how decisions affect others.

For example, stories involving fairness, environmental responsibility or historical events help children consider how people's choices have moral impact.

#### **2. Developing critical thinking and reasoned judgement**

Through whole-class discussions, debates, whole class reading and comprehension work, pupils learn to:

- Explore different perspectives.
- Analyse moral and ethical issues.
- Form and articulate reasoned opinions.

This process fosters moral reasoning—pupils practise presenting their viewpoints while listening to and respecting the views of others.

#### **3. Understanding that events can be interpreted differently**

English texts often present multiple viewpoints on the same situation. This helps pupils understand that:

- People may perceive events differently.

- Moral judgement can be influenced by cultural or personal context.

This builds empathy, tolerance and open-mindedness—key components of moral development.

#### 4. Applying moral lessons to real-life situations

Teachers often link text-based discussions to real-world scenarios. This helps children:

- Make connections between literature and their own lives.
- Consider how moral principles (e.g., honesty, kindness, responsibility) apply to their daily choices.

The news and non-fiction content also expose pupils to real ethical issues such as conservation, fairness or social justice.

#### 5. Encouraging empathy through character study

By examining characters' actions, motivations and consequences, pupils develop:

- Empathy.
- Awareness of how behaviour affects others.
- Sensitivity to emotional and moral complexity.

This emotional engagement strengthens children's moral identity and understanding.

#### In summary

The primary English curriculum significantly contributes to **moral development** by giving children rich opportunities to explore moral dilemmas, debate ethical issues, understand multiple viewpoints, connect learning to real life and develop empathy through literature. These elements help pupils grow into thoughtful, reflective individuals.

#### How our English curriculum contributes to social development:

##### 1. Collaborative learning and interaction

English lessons naturally create opportunities for children to **work together**, helping them develop cooperation, negotiation and shared responsibility.

- **Working in pairs and small groups** to compose writing, discuss ideas or engage in drama provides opportunities to use social skills in varied contexts.
- **Whole-class discussions** about characters, themes and author choices teach pupils to listen, respond appropriately and value diverse viewpoints.
- **Peer editing and feedback** requires pupils to collaborate and offer constructive next steps.

##### 2. Communication, oracy and social confidence

English provides opportunities for pupils to build speaking and listening skills which underpin positive social interaction.

- **Presenting work** builds confidence and public-speaking skills while fostering awareness of audience.
- **Reading aloud**, whether in whole-class reading or pairs, requires active listening and respectful turn-taking.

- **Drama activities** support teamwork, role negotiation and shared problem-solving.

### Oracy-specific

#### Social and Emotional

- Working with others: Learning to guide and manage interactions; turn-taking
- Listening and responding: Listening actively and responding appropriately]
- Confidence in speaking: self assurance; liveliness and flair
- Audience awareness: Taking account of level of understanding of the audience

#### Cognitive

- Content: Choice of content to convey meaning and intention; building on the views of others
- Structure: Structure and organisation of talk
- Clarifying and summarising: Seeking information and clarification through questioning; summarising
- Self-regulation: Maintaining focus on task; time management
- Reasoning: Giving reasons to support views; critically examining ideas and views expressed

#### Linguistic

- Vocabulary: Appropriate vocabulary choice
- Language: Register and grammar
- Rhetorical techniques: Rhetorical techniques such as metaphor, humour, irony and mimicry

#### Physical

- Voice: Pace of speech; tonal variation; clarity or pronunciation; voice projection

Body language: gesture and posture; facial expression and eye contact

### 3. Empathy, relationships and social awareness

English texts enable children to explore human experiences, improving their ability to understand and connect with others.

- Pupils practise **empathy for characters**, relating to their emotions, motivations and relationships.
- Exposure to varied **social settings and cultures** in literature helps children appreciate diverse viewpoints and experiences.
- Discussion of stories encourages children to link characters' relationships with their own real-world interactions.

### 4. British values and social participation

English provides a meaningful space to explore social values relevant to life in modern Britain.

- Pupils discuss texts that reference **individual liberty, rule of law, mutual respect and tolerance**.
- Children may **vote on predictions or interpretations**, practising democratic participation in a safe and structured environment.
- Texts that explore **different cultures and beliefs** support pupils in learning to respect diversity and engage with social viewpoints different from their own.

## 5. Debating, social issues and real-world engagement

English lessons frequently introduce pupils to real-world social issues.

- Pupils participate in **debates**, developing respectful turn-taking, reasoned argument and the ability to respond constructively to opposing views.
- Writing tasks aimed at a **range of audiences** teach pupils to consider how communication changes depending on social context.
- Reading and writing about **social issues** helps them appreciate and discuss societal perspectives.

## 6. Reading rich texts in social contexts

- Reading fiction set in varied **social and cultural settings** deepens pupils' understanding of how people interact, live and behave across contexts.
- Exposure to different **voices, dialects and cultural narratives** promotes social awareness and community understanding.

### How our English curriculum contributes to the cultural development of pupils by:

#### 1. Experiencing a wide range of cultures through literature

- **Reading books from a variety of cultures** fosters pupils' awareness and appreciation of cultures beyond their own.
- Exposure to **different dialects and accents** develops cultural understanding by helping pupils recognise linguistic diversity.
- Reading literature that highlights **cultural heritage** helps pupils understand the influences that have shaped history, identity and values.

#### 2. Challenging stereotypes and broadening worldviews

- Engaging with texts that **challenge cultural stereotypes** enables pupils to question assumptions and recognise unfair or limited representations.
- Using literature from around the world helps children consider both *differences* and *things we share in common* across cultural, religious and socio-economic communities.
- When reading stories from different cultures, children have opportunities to explore universal human experiences—friendship, family, courage, conflict- which builds cultural empathy and connection.

#### 3. Recognising shared human experiences across cultures

- The curriculum encourages pupils to identify **common values and experiences** across cultures, building their ability to appreciate unity as well as diversity.
- Discussions around themes, characters and cultural contexts help children develop respect for traditions and practices that may differ from their own.

#### 4. Participating in cultural and creative experiences

- **Taking part in productions and performances**, such as school plays and poetry recitals, strengthens children's willingness to participate in cultural activities.

- **Watching performances**, including theatre visits, workshops, productions and listening to visiting speakers and authors, exposes pupils to artistic expression.
- English lessons often integrate **drama, role play and performance** enabling children to explore stories in expressive and creative ways.

#### 5. Exploring how culture shapes language and storytelling

- Literature provides opportunities to examine how **language evolves over time** for instance myths, folklore, and stories from different parts of the world.
- Analysing cultural references, idioms, customs and storytelling traditions enables pupils to appreciate how culture shapes narrative forms and stylistic choices.

#### 7. Building cultural understanding through discussion and reflection

- English lessons encourage pupils to reflect on **cultural norms, traditions and experiences** represented in texts and compare them with their own backgrounds.
- Whole-class and small-group discussions help broaden students' cultural horizons and build respectful curiosity about other ways of life.

### Our Maths curriculum

#### How our Maths curriculum develops pupils' spiritual understanding:

- Encourages thinking and questioning about how the world works, helping pupils reflect on patterns, order and structure.
- Promotes a sense of awe and wonder through exploring patterns and problems.
- Develops imagination and creativity when pupils create patterns, designs or solve problems in different ways.
- Builds reflective learners, as children recognise their progress and reflect on whether their methods compared to others'.
- Helps pupils connect maths to real life, fostering curiosity about how mathematics explains the world around them.

#### How our Maths curriculum develops pupils' moral understanding:

- Recognising right and wrong through calculating accurately, checking answers, and proving whether a solution is correct.
- Testing, justifying and explaining mathematical statements teaches pupils to give reasoned views and evaluate evidence.
- Discussing moral issues linked to mathematics, such as global statistics, encourages pupils to reflect on fairness, inequality and social responsibility (even if delivered through assemblies or cross-curricular links).
- Working with data ethically (this might be through mathematical links to other subjects such as PSHE) recognising how data can be biased or misleading—supports pupils in forming balanced, responsible judgements.

#### How our Maths curriculum develops pupils' social understanding:

- Exploring maths in real-world contexts helps pupils understand how mathematical ideas connect to everyday situations.

- Collaborating to solve problems encourages teamwork and collaboration.
- Working in groups and learning from others helps children recognise that people may approach problems differently and that multiple strategies can be valued.
- Discussing, comparing and evaluating work together builds pupils' ability to articulate reasoning, listen to others and refine their thinking.
- Solving and presenting reasoning problems as a team strengthens cooperation, respectful dialogue and confidence in sharing ideas.
- Using concrete resources collaboratively supports practical problem solving and encourages pupils to negotiate, share and work constructively with peers.
- Taking part in Mega Maths and STEM days encourages collaborative problem solving and team work.

#### **How our Maths curriculum develops pupils' cultural understanding:**

- Understanding maths as a universal language helps pupils appreciate that mathematical ideas are shared across countries and cultures.
- Exploring historical number systems (e.g. Roman numerals) shows how different cultures have shaped modern mathematics.
- Noticing patterns and designs from different cultures (eg maths links through history, art) fosters appreciation of worldwide artistic and mathematical traditions.

### **Our Science curriculum**

#### **How our Science curriculum develops pupils' spiritual understanding:**

- Creates awe and wonder by exploring natural phenomena such as seasons, animals, forces, light and the universe, helping pupils develop fascination about the world around them.
- Promotes curiosity and questioning, allowing pupils to reflect on big ideas about life and how things work.
- Encourages reflection on experiences during investigations, observations and experiments, helping children think about what they have discovered.
- Encourages reflection on scientific discoveries and science in the news.
- Develops imagination and creativity, for example through model-making, predictions, generating hypotheses and creative ways of presenting findings.

#### **How our Science curriculum develops pupils' moral understanding:**

- Engaging with ethical issues such as environmental impact, pollution and the consequences of scientific advancements helps pupils think about right and wrong and consider their own values.
- Recognising consequences of actions (e.g., human impact on the planet, pollution, energy use) helps pupils understand responsibility and the moral implications of choices.
- Developing respect and tolerance by exploring how people hold different beliefs about scientific issues supports pupils in understanding moral complexity.

### **How our Science curriculum develops pupils' social understanding:**

- Working in small groups during investigations helps pupils develop social skills such as cooperation, turn-taking and communicating effectively.
- Planning, problem-solving and carrying out investigations collaboratively strengthens teamwork and the ability to negotiate roles and responsibilities.
- Participating in STEM day activities gives pupils opportunities to collaborate in wider groups, share ideas and engage in joint problem-solving.
- Taking responsibility for safety during practical work teaches pupils to care for themselves and others, promoting shared responsibility and positive social behaviour.
- Discussing the social impact of scientific and technological advances (e.g., environmental issues, energy use, medical breakthroughs) helps pupils understand how science connects to society and encourages respectful debate.
- Listening and responding to others' predictions, hypotheses and ideas develops pupils' ability to respect different viewpoints and work constructively with peers.

### **How our Science curriculum develops pupils' cultural understanding:**

- Learning about scientists helps pupils appreciate the global contributions that have shaped modern scientific understanding.
- Exploring different beliefs about scientific ideas, such as evolution (Y6) allows children to understand and respect diverse cultural and religious perspectives.
- Investigating variation among living things helps pupils recognise and value diversity in the natural world, encouraging respect for difference.
- Discussing food groups and nutrition, including how diets vary across cultures, promotes awareness of cultural traditions and global ways of living.
- Examining scientific discoveries from around the world highlights the shared human endeavour of science and fosters appreciation for knowledge developed across different societies.

## **Our PE Curriculum**

### **How our PE curriculum develops pupils' spiritual understanding:**

- Experiencing awe and wonder through the joy of mastering new skills and exposure to famous sporting people and events.
- Encouraging reflection- children think about how it feels to learn, improve, succeed or face challenge, developing self-awareness and inner confidence.
- Using imagination and creativity in activities such as dance and gymnastics allows pupils to express feelings, emotions and ideas through movement.
- Developing a sense of connection with others through shared experiences, teamwork and cooperative activities helps pupils build empathy and a sense of belonging.
- Appreciating the natural world, particularly during outdoor PE or outdoor and adventurous activities, encourages wonder, gratitude and respect for the environment.

- Opportunities to evaluate own and others' performances. Reflect on skills or performances and offer ideas for improvements.

#### **How our PE curriculum develops pupils' moral understanding:**

- Learning and following rules in games helps pupils understand right and wrong, fairness and the importance of respecting agreed boundaries.
- Developing sportsmanship, including honesty, fair play and accepting decisions from officials, strengthens pupils' sense of justice and integrity.
- Understanding consequences of actions, such as unsafe behaviour or breaking rules, helps pupils recognise responsibility and accountability.
- Caring for equipment and the environment teaches respect, responsibility and the importance of looking after shared spaces.

#### **How our PE curriculum develops pupils' social understanding:**

- Working in teams and groups helps pupils develop cooperation, communication and the ability to work with a variety of peers.
- Taking on different roles (e.g., leader, coach, observer, performer) builds confidence, responsibility and social interaction skills.
- Collaborating to solve problems in games, team challenges or outdoor activities strengthens teamwork and collective decision-making.
- Listening to and respecting others' feedback during peer assessment encourages sensitivity, empathy and constructive communication.
- Participating in group activities and sports promotes inclusion, shared success, and the ability to manage conflict or differing viewpoints.
- Developing social mixing through varied activities, including working with different groups or partners, broadens pupils' social confidence.
- Exploring ideas of what makes a good team.
- Engaging in, and enjoying, extra-curricular sports activities, tournaments and competitions
- Taking part in regular sports festivals with pupils from other schools
- Working with sports coaches
- Sense of community and identity when representing school or through inter-house competitions

#### **How our PE curriculum develops pupils' cultural understanding:**

- Learning games, dances and sports from different cultures helps pupils appreciate how traditions and practices vary around the world.
- Discussing sporting role models from diverse cultures broadens children's understanding of representation and global achievement.
- Celebrating national, international and cultural sporting events.
- Taking part in many sporting opportunities beyond PE lessons
- Demonstrating positive attitudes towards, tolerance and mutual respect when working in and competing with pupils, from both within and outside our school.
- Participating and responding positively to the sporting opportunities that the school provides

## Our Art Curriculum

### **How our Art curriculum develops pupils' spiritual understanding:**

- Encountering art from different cultures, artists and time periods.
- Viewing and discussing peers' artwork helps children recognise and value different viewpoints.
- Encourages imagination and creativity, allowing pupils to explore ideas, feelings and meaning through their own artwork.
- Creates moments of awe and wonder by introducing children to great artists and powerful works of art, helping them appreciate beauty and human expression.
- Pupils reflect on their own thoughts, feelings and beliefs through personal artistic expression, building self-awareness and insight.
- Interpreting artwork encourages curiosity, wonder and a desire to explore deeper meanings in the world around them.
- Opportunities to talk about and respond to art inspire pupils to think more deeply and apply their reflections to their wider learning and life.

### **How our Art curriculum develops pupils' moral understanding:**

- Encourages respectful critique, as pupils learn to give constructive feedback.
- Promotes respect for others' work, teaching children to value effort, originality and the feelings behind creative expression.
- Explores moral issues through art, as pupils discuss how artists represent themes such as fairness, justice, inequality, the environment.
- Builds empathy, as pupils consider the intentions, perspectives and emotions expressed in both professional art and peers' creations.

### **How our Art curriculum develops pupils' social understanding:**

- Collaborative art projects help pupils develop cooperation, communication and shared responsibility as they work in pairs, groups or whole-class teams.
- Fostering a classroom art community—through shared appreciation of each other's work—builds participation, mutual respect and a supportive social atmosphere.
- Discussing and sharing opinions about artwork encourages pupils to listen, respond sensitively and value different viewpoints.
- Representing diversity through artists studied helps pupils understand different social and cultural experiences and broadens their awareness of varied life experiences.
- Exploring social issues through art—such as propaganda, mass media, Windrush, Fairtrade or environmental themes—helps pupils understand how art communicates societal messages.
- Visits to an art gallery expose pupils to artists from diverse cultural and social backgrounds, enhancing social and cultural awareness.
- Sharing resources and turn-taking during practical activities reinforces cooperation, fairness and positive social interaction.

### **How our Art curriculum develops pupils' cultural understanding:**

- Introducing diverse art and design forms helps pupils appreciate cultural differences and understand how art reflects varied traditions and worldviews.
- Studying artists from different cultures and historical periods deepens pupils' understanding of cultural context.
- Using artists' work as inspiration enables pupils to explore their own identities and express themselves creatively.

- Connecting art to key cultural events helps pupils recognise how art reflects, records and responds to society, traditions and historical moments.
- Visiting galleries such as Tate Modern provides valuable exposure to global artists and contemporary cultural expression, enriching their understanding of both British and worldwide artistic heritage.

## Our Design Technology curriculum

### How our DT curriculum develops pupils' spiritual understanding:

- Encourages imagination and creativity, allowing pupils to explore ideas, feelings and meaning through designing and making.
- Promotes reflection, as children evaluate their own products and consider what they have learned.
- Builds a sense of awe and wonder by exploring how real-world products are made and understanding the beauty and ingenuity of human design.
- Encourages deeper thinking about purpose and meaning, such as why designers make certain choices and how products can help people and improve lives.
- Encountering designers from different cultures and genres.

### How our DT curriculum develops pupils' moral understanding:

- Considering ethical and environmental impact – Pupils learn to think about sustainability, responsible use of materials and the wider consequences of design choices.
- Developing responsible consumer awareness – Children learn about valuing resources, reducing waste and understanding how products affect people and the planet.
- Pupils discuss issues such as the purpose of products and technological advances.
- Showing respect and care for shared equipment – DT teaches children to use tools safely, responsibly and with consideration for others.
- Learning to give constructive feedback – Through evaluating each other's work kindly and respectfully, pupils develop empathy and an understanding of how their words impact others.

### How our DT curriculum develops pupils' social understanding:

- Giving them opportunities to collaborate with a group towards a shared outcome.
- Enabling them to make decisions as a group, dealing with conflict when it arises and treating each other with respect.
- Supporting them to give constructive feedback to their peers, considering the feelings of others when doing so
- Offering them opportunities to 'pitch' their products to others.
- Encouraging pupils to consider the safety of themselves and others as they work.
- Working in pairs to use tools safely by taking on a role, cooperating and listening to one another.
- Representing diversity through the artists and designers the pupils study
- Exploring dilemmas that individuals may face and developing practical solutions to these problems.

### **How our DT curriculum develops pupils' cultural understanding:**

- Teaching them how cultural influences impact on design over time.
- Considering cultural influences on design.
- Asking them to consider cultural influences on the food we eat.
- Demonstrating that difference in design is often seen as a positive, synonymous with innovation
- Introducing diverse art and design forms, fostering cultural understanding and appreciation.
- Learning about and appreciating the work of designers from different cultures and backgrounds.
- Using the work of designers to inspire their own artwork and creativity

### **Our History curriculum**

#### **How our History curriculum develops pupils' spiritual understanding:**

- Exploring diverse civilisations, cultures and religions helps pupils respect different faiths, feelings and values.
- Using artefacts, historical narratives and real stories gives children insight into how people lived, felt and believed in different times and places.
- Studying how religion shaped societies allows pupils to understand the spiritual and cultural beliefs of others.
- Offering opportunities to marvel at human achievements and discoveries that influence our lives today.
- Encourages reflection on personal beliefs and experiences, helping pupils link their own lives to historical events
- Opportunities to reflect on human experiences, emotions and dilemmas deepen pupils' understanding of themselves and their values.
- Inspiring pupils to be creative and imaginative in their exploration of historical narratives, artefacts, and sources to develop a deeper understanding of the past.
- Promoting knowledge of, and respect for, different people's faiths, feelings, and values by examining diverse historical civilisations, cultures, and religious practices.
- Exploring religious beliefs and practices, helping students understand the role religion played in shaping societies and events.
- Investigating "what if...?" questions and engaging with big ideas (justice, identity, purpose, change) inspires thoughtful responses and deeper enquiry.
- Encourages pupils to consider how lessons from the past can shape choices, values and understanding in the present.

#### **How our History curriculum develops pupils' Moral understanding:**

- Developing an understanding of the consequences of their behaviour and actions by exploring the historical impact of choices made by individuals and societies.
- Encouraging them to explore their own understanding of right and wrong when considering ethical dilemmas and decisions throughout history.

- Nurturing their sense of justice and fairness. Through the study of historical events such as Windrush, World War 2 pupils learn about the consequences of prejudice, discrimination and injustice.
- By studying historical events and the lives of individuals, students can develop empathy and a deeper understanding of the human experience. This promotes social and moral awareness, as students learn to understand and respect different cultures and perspectives.
- By examining historical events and decisions made by individuals, students can develop critical thinking skills and question why things happened the way they did. This promotes moral and cultural awareness, as students learn to understand and respect different perspectives.

#### **How our History curriculum develops pupils' social understanding:**

- Encouraging pupils to recognise and value the things we share in common across cultural, religious, ethnic, and socio-economic communities, promoting inclusivity and social cohesion.
- Promoting an appreciation of the diversity and richness of human cultures across the globe and throughout time.
- Teaching them about Britain's democratic parliamentary system and its central role in shaping the nation's history and values, as well as emphasising the ongoing development of Britain.
- Exploring historical events and their impact on individuals and societies, learning how cultures have adapted and changed as a result of significant events.
- By studying historical events and the lives of individuals, students can develop empathy and a deeper understanding of the human experience. This promotes social and moral awareness, as students learn to understand and respect different cultures and perspectives.

#### **How our History curriculum develops pupils' cultural understanding:**

- Helping children to develop a better understanding of our multi-cultural society through studying the links between local, British, European and world history.
- Exploring ways in which events have shaped our culture and society and the causes and consequences of cultural conflict and prejudice.
- Appreciation of and respect of their own and other cultures through the study of tolerance and harmony in historical periods.
- Accepting that people have different faiths and beliefs and that these should be tolerated and not be the cause of prejudicial or discriminatory behaviour. This is explored through cultural understanding of society throughout history.
- Understanding how a wide range of cultural influences have shaped our society.
- Developing an understanding of the impact of Britain's Parliamentary system (eg laws and decisions) on our history, values and development of Britain eg Windrush.
- To understand what it means to treat people equally and how this may not have been the case throughout history.
- History lessons often touch upon cultural differences between societies and the impact they had on historical events. By exploring these differences, students can gain a deeper appreciation and understanding of cultural diversity.

## Our Geography curriculum

### How our Geography curriculum develops pupils' spiritual understanding:

- Fostering awe and wonder as pupils explore diverse physical landscapes and recognise the beauty and complexity of the natural world.
- Offering insight into different cultures and ways of life, encouraging pupils to reflect on their own beliefs and values through global “windows” into others’ experiences.
- Providing reflective opportunities for pupils to consider what their learning means in their own lives and how geographical knowledge shapes their understanding of the world.
- Global issues influence personal choices, pupils are supported to think deeply about their place in the world and their role as global citizens.
- Reflecting on their own relationship with the environment.
- Opening “doors” to new possibilities, inspiring curiosity, empathy and a sense of purpose as pupils think about their role as global citizens.
- Fieldwork and first-hand observation help pupils recognise the beauty of our world.

### How our Geography curriculum develops pupils' moral understanding:

- Raising awareness of the impact that humans have on our planet and encouraging pupils to consider how they can limit their negative impact on the planet, to the benefit of future generations.
- Facilitating reasoned discussions on ethical dilemmas in geography such as land use and resource distribution, fostering appreciation for different viewpoints and respect for relevant laws and regulations.
- Exploring and discussing moral ideas such as, the impact of cities on wildlife, the impact of population growth, poverty, global trade and fair trade, environmental issues around importing goods from other countries.
- Thinking about the reasons we have rules and laws and the reasons for these eg fine for dropping litter
- Thinking about social responsibility eg care for the environment, the impact of traffic on the local area, tourism

### How our Geography curriculum develops pupils' social understanding:

- Providing a platform to enhance social skills through collaborative fieldwork.
- Exploring geographical scenarios that involve cooperation, conflict resolution, and community engagement, such as disaster management, sustainability, human impact on natural areas or urban planning.
- Facilitating a better understanding of global interconnectedness, promoting empathy and respect towards people of different faiths, beliefs, and socio-economic backgrounds worldwide, for example when learning about trade and fairtrade.
- Promoting positive and effective links with the local community eg field work in Amersham, speaking to members of the public to gather data
- Comparing where we live to places and communities in the UK and across the world eg coastal towns, the Ring of Fire, Europe (and in particular Italy), North and South America.
- Social issues such as global warming
- Understanding that communities will have differing opinions and views on various issues eg deforestation, tourism, land use and development

### **How our Geography curriculum develops pupils' cultural understanding:**

- Facilitating an understanding and appreciation of various cultural influences that have shaped their own and others' heritage, through studying human geography and influence in different regions.
- Highlighting the commonalities across different communities, using geographical concepts and case studies to demonstrate interconnectedness and shared global challenges.
- How different cultures impact environmental and human issues.
- Studying our own locality in contrast to other places and the wider world.
- Appreciation of the things we have in common across different cultural, religious, ethnic and socio- economic communities as well as exploring the different faiths and cultural diversity of local, national and global communities.
- An understanding of how the Parliamentary system (laws, ideas) shape Britain eg trade, urban development, tourism.

### **Our Music curriculum**

#### **How our Music curriculum develops pupils' spiritual understanding:**

- Inspiring creativity and imagination, especially through composing and improvising.
- Encouraging emotional engagement as pupils listen to and enjoy a wide range of musical genres and styles.
- Providing space for reflection, allowing pupils to discuss how music makes them feel and what meanings or themes they notice.
- Windows: Music from different cultures gives pupils insight into others' experiences and beliefs.
- Mirrors: Pupils reflect on their own feelings and identity through personal responses to music.
- Doors: Creating and performing music opens new possibilities for expression, inspiration and self-discovery.

#### **How our Music curriculum develops pupils' moral understanding:**

- Exploring how music expresses human emotions, helping pupils recognise and empathise with the feelings and experiences of others.
- Discussing moral messages in songs and lyrics, enabling pupils to think about right and wrong, fairness, justice and the consequences of actions.
- Encouraging respectful listening and collaboration, promoting positive values when performing or creating music with others.
- Developing awareness of cultural and social issues through music that highlights themes such as equality, conflict, kindness or hope.

#### **How our Music curriculum develops pupils' social understanding:**

- Taking part in musical performances with others in school (class performances, year group musicals and assemblies) and performing to audiences
- Watching and listening to live musical performances eg Amersham band, Amersham music Centre, Amersham School musical
- Working collaboratively and using communication skills to create group compositions and worked towards shared outcomes
- Enabling them to make decisions as a group, dealing with conflict when it arises.

- Supporting children to give constructive feedback to their peers, considering the feelings of others when doing so.
- Singing assemblies and whole school singing (eg carol concert) that foster a strong sense of belonging to our school community
- Helping them to understand their role in group performances eg singing, percussion, solo, accompaniment, lead and response patterns.
- Appreciating how music is used in different ways and in different settings eg to worship, to celebrate, to help people relax
- Engaging with our local community in music projects eg choir singing with Amersham A Cappella, Performances from Amersham Band and the Bucks Music Trust

#### **How our Music curriculum develops pupils' cultural understanding:**

- Broadening their awareness of cultural diversity by introducing them to music from around the world- both in lessons and through our listening programme in assemblies (see list)
- Allowing them to understand more about the importance of music in their own and others' heritage.
- Helping them to see that music plays an important role in many cultures and traditions around the world.
- Fostering respect for music associated with different cultures and the diversity of this music.

### **Our Computing curriculum**

#### **How our computing curriculum develops pupils' spiritual understanding:**

- Encouraging curiosity and wonder as pupils explore how technology works and how digital systems shape the world.
- Providing opportunities for creativity, allowing pupils to design, code and create digital content that expresses their ideas, values and imagination.
- Promoting reflection on how technology influences their own lives and the wider world, helping pupils consider identity, purpose and responsibility online.
- Offering opportunities to learn about how technology is used in the world around them, with time to reflect and consider the benefits and drawbacks of this.
- Windows: Pupils explore digital content created by others around the world, gaining insight into different perspectives and experiences.
- Mirrors: Pupils reflect on their own digital behaviours, values and choices, considering how they represent themselves online.
- Doors: Pupils use computing skills to explore new possibilities, solve problems and express themselves in meaningful and innovative ways.

#### **How our computing curriculum develops pupils' moral understanding:**

- Raising awareness of the legal aspects of using technology including copyright legislation, data protection and age-restrictions.
- Instilling the importance of treating others online with respect and ensuring pupils understand the negative effects that unkind online behaviour can have on others.

- Offering opportunities for pupils to discuss ethical issues surrounding technology, such as data tracking, online advertising and influencers and the proliferation of fake news and disinformation.
- Exploring moral issues such as screen time limitations and the impact of technology on young people.
- Ensuring pupils understand how to stay safe online, to recognise misuse and to know what to do if something happens to them or one of their friends.

#### **How our computing curriculum develops pupils' social understanding:**

- Promoting collaborative learning with technology and exploring the benefits of this.
- Giving them opportunities to cooperate with a group towards a shared outcome.
- Encouraging pupils to speculate and hypothesise with their peers when introduced to new technology.
- Teaching rules for being a respectful member of an online community and the importance of mutual respect when using digital technology.
- Teaching children their rights (Individual liberty/ Rule of law) regarding issues such as sharing of information and being in control of permissions on their devices.
- Raising awareness of the common issues and benefits of social media.
- Raising awareness of conflict and resolution between peers or online communities when using social media
- Discussing appropriate use of technology and the implication of over-use and mis-use.
- Encouraging good practice and respect in the use of online technology and social media
- Ensuring that pupils know how to stay safe online

#### **How our computing curriculum develops pupils' cultural understanding:**

- Encouraging them to reflect on how developments in technology have led to changes in every-day life and how this is different in different parts of the world.
- Allowing pupils to engage with cultural opportunities that may otherwise be unavailable to them from the confines of the classroom

### **Our French Curriculum**

#### **How our French curriculum develops pupils' spiritual understanding:**

- **Opening windows into another culture**, giving pupils insight into daily life and traditions.
- Pupils reflect on their own values, lifestyles and language use as they compare cultures.
- **Encouraging creativity and self-expression** through varied activities.
- Learning a new language opens possibilities for communication, connection and future global engagement.
- **Providing opportunities for personal reflection**, as pupils consider their progress, confidence and developing identity as language learners.

#### **How our French curriculum develops pupils' moral understanding:**

- Helping them explore values and behaviours in different cultures, encouraging respect, empathy and consideration for others.

- Promoting positive attitudes such as perseverance, honesty and respect when communicating in another language.
- Learning that it is important to take risks when learning something new like a new language

#### **How our French curriculum develops pupils' social understanding:**

- Promoting communication and conversation skills.
- Building confidence in communicating with others and listening respectfully
- Ensuring that there are regular opportunities to work with their peers from different backgrounds and abilities.
- Giving the pupils opportunities to have a conversation in French using speaking and listening skills.
- Learning about the social element of language and about people from another cultural/ social background.

#### **How our French curriculum develops pupils' cultural understanding:**

- Fostering respect for French culture and subsequently other cultures as well.
- Encouraging pupils to reflect on their own cultural heritage when considering cultural differences.
- Celebrating cultural differences as a positive thing.
- Exploring the commonalities between French and British culture.
- Raising awareness of the need to challenge cultural stereotypes.
- Developing awareness of social conventions in France and that social conventions differ between cultures.
- Celebrating cultural achievements in France (art, architecture, sport, music)

### **Our PSHE Curriculum**

#### **How our PSHE curriculum develops pupils' spiritual understanding:**

- Encouraging self-reflection on feelings, beliefs, identity and personal values through lessons on emotions, wellbeing and personal growth.
- Helping pupils understand the experiences of others, fostering empathy and compassion as they explore diverse lives, families and challenges.
- Creating spaces for pupils to consider purpose and meaning, especially when discussing hopes, aspirations, resilience and making positive choices.
- Promoting appreciation of relationships, kindness and connection, helping pupils recognise what enriches their own lives and the lives of others.
- Windows: SCARF introduces pupils to a range of perspectives, challenges and life experiences, broadening their understanding of the wider world.
- Mirrors: Pupils reflect on their own emotions, identity, values and life experiences.
- Doors: PSHE opens possibilities for personal growth, positive decision-making and imagining the kind of person they aspire to become.

#### **How our PSHE curriculum develops pupils' moral understanding:**

- Instilling the importance of treating others online with respect and ensuring pupils understand the negative effects that unkind online behaviour can have on others.
- Offering opportunities for pupils to discuss ethical issues surrounding technology, such as data tracking, online advertising and influencers and the proliferation of fake news and disinformation.
- Exploring moral issues such as screen time limitations and the impact of technology on young people.
- Ensuring pupils understand how to stay safe online, to recognise misuse and to know what to do if something happens to them or one of their friends.
- To understand the rules and laws around inappropriate touch, age restrictions online, FGM, alcohol, vaping and drugs, marriage and civil partnerships.
- Explain how local councils make decisions about money allocation and how money is spent on the community

#### **How our PSHE curriculum develops pupils' social understanding:**

Our PSHE curriculum contributes to the Social development of pupils by:

- Teaching pupils to accept the views of others and understand that we don't always agree with each other
- Teaching strategies to resolve conflicts with friends
- Teaching children about community groups and the importance of these
- Learning about respect and tolerance in the classroom and school community and how this makes it a happier, safer place
- Teaching children how to stay safe online when socialising
- Teaching what positive and healthy (and unhealthy) relationships look and feel like
- Teaching assertiveness (and say when we might need to use these skills)
- Looking at the ways people are different, including religious and cultural differences
- Teaching the importance of challenging stereotypes
- Learning about different faiths and cultures and the positive things about having these differences
- Learning what rights and responsibilities we have as we grow older
- Teaching examples of negotiation and compromise
- Learning what prejudiced behaviour is

#### **How our PSHE curriculum develops pupils' cultural understanding:**

- Learning how people are different, including religious and cultural differences.
- Explaining the positive things about having these differences.
- Learning the importance of challenging stereotypes that might be applied to themselves or others.
- Learning about the Parliamentary system (councils) and how they make decisions on spending money in the local community.
- To reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.

## Our RE curriculum

### **How our RE curriculum develops pupils' spiritual understanding:**

#### 1. Windows – Encountering new ideas, worldviews and experiences

*Windows* are opportunities for pupils to look outwards and learn about the beliefs, practices and lived experiences of others.

In RE, this includes:

Experiencing awe, wonder and curiosity

- Encountering stories, artefacts, places of worship and festivals creates a sense of *awe and wonder* about the world.
- Learning how different faiths understand creation, life, nature and the universe encourages deeper appreciation of the world around them.

Exploring beliefs and practices across religions and worldviews

- Finding out about worship, prayer, rituals, sacred texts and moral teachings from traditions represented in the school community and wider world.
- Understanding how individuals and groups express their faith through art, music, symbols, storytelling and celebration.

#### 2. Mirrors – Reflecting on their own beliefs, values and identity

*Mirrors* allow pupils to turn inward and reflect on how the curriculum connects to their own experiences and developing worldview.

In RE, this includes:

Reflecting on personal beliefs and values

- Considering what they believe about right and wrong, fairness, justice, honesty and truth.
- Thinking about what matters most to them and why.

Considering identity, belonging and relationships

- Exploring questions such as *What makes me who I am? Where do I belong? What do I value?*
- Reflecting on how relationships shape their sense of self.

Responding to ultimate questions

- Engaging emotionally and intellectually with questions of life, death, purpose, hope and meaning.
- Developing the capacity for stillness, quiet reflection and contemplation.

#### 3. Doors – Acting on learning, applying insights and making choices

*Doors* are the opportunities for children to take what they have learned and use it to shape actions, choices, and future thinking.

In RE, this includes:

Developing empathy, respect and responsibility

- Understanding how beliefs influence behaviour helps pupils make sense of their own responsibilities towards others and the world.
- Considering humanity's responsibility to protect and cherish the natural world.

Making informed and thoughtful decisions

- Analysing religious texts, beliefs and practices promotes critical thinking and reasoned judgement.

- Debating ethical issues and “big questions” helps pupils make responsible, informed choices based on compassionate understanding.

#### **How our RE curriculum develops pupils’ moral understanding:**

- Exploring right and wrong
- Evaluating rules and codes of behaviour found in different religions and world views
- Comparing rules and codes of conduct in holy texts
- Debating ethical issues about the caring for others and the environment
- Considering how different beliefs affect the behaviour of followers
- Exploring the concept of equality in different religions
- RE lessons can involve discussions and role-plays exploring the experiences and feelings of others, encouraging pupils to understand and empathise with people from different backgrounds and cultures.
- RE lessons often involve considering ethical questions and dilemmas, such as issues of fairness and justice, helping pupils to develop their moral compass and make informed decisions based on their values.
- Exploring the influence of family, friends, and media on moral choices
- Studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity.

#### **How our RE curriculum develops pupils’ social understanding:**

- Learning about the lives and beliefs, values and practices of others from first-hand experiences
- Visiting places of worship and showing respect for different beliefs and ways of life
- Collaborating and learning from others
- Listening to and respecting other people’s opinions and beliefs
- Expressing individual ideas and beliefs confidently in a supportive environment
- Discussion with others about worldviews
- Learning from people in the local area eg Chesham Mosque, Humanist speaker, local church Reverend
- Visiting places of religious worship (church, mosque, Hindu temple)
- Celebrating religious festivals and opportunities for children to learn from their peers eg Diwali Day
- Exploring the qualities which are value by society- thoughtfulness, honesty, respect for difference, independence and inter-dependence
- Incorporating the fundamental British values into RE lessons, in particular mutual respect and tolerance of those with different faiths and beliefs.
- Contributing to and reflecting on the significance of ‘Fundamental British and Human Values’ and preventing the risks of radicalisation.

#### **How our RE curriculum develops pupils’ cultural understanding:**

- Finding out about how religion has influenced culture in different societies
- Show respect when meeting and learning about other people of different faiths and cultures
- Exploring artefacts and texts from different religions
- Learning to respect people of all faiths and combat discrimination.

- By exploring the beliefs and practices of different religions, RE lessons can help pupils to understand and respect diversity, and develop a tolerance and appreciation of different cultures and lifestyles.
- By exploring the festivals and traditions of different religions, RE lessons can help pupils to understand and appreciate different cultures, and promote cultural awareness and understanding.